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| **Stage 1: Identify Desired Results** |

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| **Language and**  **Level** | All Languages  Level 3  Unit 5  Intermediate Low | Approximate Length  of Unit | | | | | | 6 weeks | |
| Approximate Number of Minutes Weekly | | | | | | 225 minutes (5x45) | |
| **Theme / Topic** | Beauty and Aesthetics / Our Emotional Selves | | | | | | | | |
| **Essential Question** | How do we express ourselves? | | | | | | | | |
| **Learning Scenario** | Every artist is a critic and every critic is an artist. Students will define beauty and explain the concept of inner/outer beauty through works created by man through the ages - art, architecture, music and literature. Students will also identify themes in a work of “art” and the significance of each theme. Students will identify with the arts as forms of self-expression. | | | | | | | | |
| **Unit Goals** | | | | | | | | | |
| *What should learners know and be able to do by the end of the unit?* | Learners will be able to:   * define beauty and the explain the concept of inner/outer beauty * identify and comment on works created by man through the ages – art, architecture, music, literature * identify the theme and emotion expressed in a work of “art” * explain a work of art and how it makes you feel * argue for and against the right to self-expression * compare and contrast the style of different artists who convey similar messages * identify strategies for dealing with emotions when self-expression is not possible | | | | | | | | |
| **Stage 2: Determine Acceptable Evidence** | | | | | | | | | |
| **Summative Performance Tasks** | | | | | | | | | |
| * *These tasks allow learners to demonstrate how well they have met the goals of the unit.*   * The tasks follow the format of the IPA, but are integrated throughout the unit.*   * *The template encourages multiple interpretive tasks.*   * The interpretive tasks inform the content of the presentational and interpersonal tasks.*  * The tasks incorporate 21st Century Skills.* | **Interpretive Mode** | | | | | | | | |
| Learners will read an article on the right to self-expression and express how they feel.  *Art may include:*  Visual arts:  Painting,  Drawing,  Mosaic,  Printmaking,  Calligraphy,  Photography,  Architecture,  Pottery,  Sculpture,  Conceptual Art,  Performing arts:  Dance,  Theater,  Film,  Music:  Song,  Instrumental,  Lyrics,  Composition,  Literature:  History,  Poetry,  Drama,  <http://www.latinartmuseum.com/> | | Learners will listen to an interview between an interviewer and an artist and answer comprehension questions. | | | | Learners will read a legend on a piece of art from the target culture and summarize the central ideas to demonstrate comprehension. | | |
| **Presentational Mode**  **On demand writing:**  Select a piece of art to curate for the class museum. Prepare the explanation card for the work of art as if it were hanging in the museum.  **Project:**  [Global Citizenship Project](https://docs.google.com/a/pkwy.k12.mo.us/document/d/1-hzORZbJQaafpclOQliiKURVvzfkjPXiu3luCQNgh88/edit?usp=sharing):  Write a critique of one of the artist’s works of art. The critique should reflect your opinion using at least three other sources that could support your claims or serve as counter positions for your claims.   1. As the artist (in the first or third person — teacher preference): 2. Narrate the artist’s life describing key moments that affected the art. 3. Present three works of art. 4. Give one detailed explanation of a work of art in both content and artistic form and style. 5. Create a work of art that reflects the style, tone or movement of the artist, and show the work that was created. | | | | **Interpersonal Mode**  Have a conversation with your partner. Talk about the stories we studied in class and express your opinions. What did you like/dislike, what character did you like, what did s/he do? Then talk about a movie or book that you have both read or seen recently. Discuss what you liked/disliked about the story and share your opinions. | | | | |
| **Standards** | | | | | | | | | |
| **Cultures**  (Sample Evidence)  *Indicate the relationship between the product, practice, and perspective* | **Relating Cultural Practices and Products to Perspectives** | | | | | | | | |
| **Product:** A work of art  **Practice:** how people convey their emotional selves  **Perspective:** people consider different things art, people have their own definition of art | | | | | | | | |
| **Connections**  (Sample Evidence) | **Making Connections to Other Disciplines** | | | | **Acquiring Information and Diverse Viewpoints** | | | | |
| Visual Arts, Performing Arts, Music and English  Analysis of works of art (music, painting and sculpture, literature) | | | | Expressing views on art and artists  Interpreting texts about well-known art | | | | |
| **Comparisons**  (Sample Evidence) | **Language Comparisons** | | | | **Cultural Comparisons** | | | | |
| Learners will utilize language specific words and expressions commonly used when talking about artistic expression. | | | | Learners will investigate, explain and reflect on cultural norms and values reflected in different genres. | | | | |
| **Communities**  (Sample Evidence) | **School and Global Communities** | | | | **Lifelong Learning** | | | | |
| Field trip to a local Fine Arts museum, theater, etc.  Chalk fest | | | | Learners will develop an appreciation of the arts and how they are used as a means of self- expression. | | | | |
| **Connections to Common Core**  and/or other required standards | **Reading**: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text  2. Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas  **Writing**: 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence  2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content  4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience | | | | | | | | |
| **Toolbox** | | | | | | | | | |
| **Can Do Statements (Expand** | | | | | | | | | |
| **Interpretive** | I can find and read critiques about a work of art.  I can synthesize and paraphrase the critiques.  I can follow the main points and most details of a television news program or podcasts about art and artists. | | | | | | | | |
| **Presentational** | I can write descriptions about works of art with many details.  I can critique a work of art and explain my feelings.  I can narrate in the past about the life of an artist (in third or first person). | | | | | | | | |
| **Interpersonal** | I can express my feelings, opinions and interpretation of a work of art in writing.  I can analyze a work of art by answering three questions: What do I see? What does it mean? How do I know?  I can discuss the topic of art, relating it to many other contexts. | | | | | | | | |
| **Language Functions** | | **Related Structures / Patterns** | | | | **Priority Vocabulary** | | | |
| tell the story behind the work of art | | Passive voice  The artist was influenced by... | | | |  | | | |
| react to a work of art | | Structures/verbs that trigger opinion  (Creo que/Considero que/En mi opinión/ A mi parecer, etc.)  In my opinión/I consider/I think that…) | | | |  | | | |
| explain a work of art in simple terms easily understood by those outside the field | | Review present tenses | | | |  | | | |
| compare and contrast works of art | | Compartive structures such as más que/menos que/tanto como  (more than/less than/ as + adjective + as) | | | |  | | | |
| tell the stories that are depicted in various forms of art. | | Review of present & past tenses | | | | **Tier 1**  Vocabulary related to arts and artistic expression. Example: different genres  forms of arts  emotions    **Tier 2**  Idiomatic expressions and language specific vocabulary.  Express yourself according to audience  introduction, body, conclusion  (i.e. introducción, cuerpo, conclusión)    **Tier 3**  Domain- specific vocabulary for interpretive tasks | | | |
| explore an emotional theme in different genres of art | | Review of present & past tenses | | | |
| argue for or against the right of self-expression | | Structures/verbs that trigger opinion | | | |
| connect current/historical event to a piece of art | | Review of present & past tenses | | | |
| **Stage 3: Developing Learning Plan** | | | | | | | | | |
| **Key Learning Activities/Formative Assessments**  *This is a representative sample of activities/assessments across the 3 modes of communication.* | | | | | | | | | |
| Learning Activity/Formative Assessment  *(Sample activities are listed from the beginning*  *to the end of the unit).* | | How does this activity support the unit goals or performance tasks? | | | | | | | Mode of Communication  (S-Self, C-Community,  W-World) |
| Students respond to questions in both written and spoken form:  What type of art interest you? Why or why not?  Do you like to create art? Why or why not?  How do you define beauty?  Are you artistic?  What makes an artist, “an artist”?  Do all artists have pure talent, or are their skills learned with education?  What do you know about the life of (artist you plan to study)? | | Pre-Assessment of Prior knowledge | | | | | | | Interpretive  Interpersonal  Presentational  S |
| Use the authentic sources detailing the biographies of target language speaking country artists. Read artist’s biography and/or timeline and fill out a basic biographical sketch: (year of birth, parents, place of birth, place of childhood, schooling, artistic influence, key artistic movements/style). (Example of Artists: Diego Rivera and Judy Baca…) | | Identify vocabulary | | | | | | | Interpretive  Presentational  C |
| Read information about works of art that relate to an artist’s life. Create questions; exchange with a classmate and respond. | | Identify and comment on works created by man through the ages – art, architecture, music, literature  Identify the theme and emotion expressed in a work of “art” | | | | | | | Interpretive  Presentation  Interpersonal  W |
| Listen to the description of various works of art (theme/topic/elements, medium/composition) and summarize their message (How does their “art” make them feel?) | | Identify and comment on works created by man through the ages – art, architecture, music, literature  Identify the theme and emotion expressed in a work of “art” | | | | | | | Interpretive  Presentational  W |
| Listen to parts from a biography or facts from a timeline about an artist and match the factual information about the artist to his or her work. | | Identify and comment on works created by man through the ages – art, architecture, music, literature | | | | | | | Interpretive  C |
| Listen to a children’s story/picture book about the life of an artist (for visual learners, project the book using an Elmo or electronic board) and respond to questions while listening as a group or individually. | | Identify and comment on works created by man through the ages – art, architecture, music, literature | | | | | | | Interpretive  C |
| Listen to published newscasts, podcasts or articles about art in society today, fine arts education or a chosen artist of study (pre-teach vocabulary, create a guided outline to use while listening, listen multiple times). | | Identify and comment on works created by man through the ages – art, architecture, music, literature | | | | | | | Interpretive  C |
| Explore art museums’ websites, viewing exhibits, calendars, works of art and information about the artists. | | Identify and comment on works created by man through the | | | | | | | Interpretive  C |
| Analyze and compare one’s own culture. View works of art from one’s own culture and determine what a target culture would see and think about it. In preparing for this strategy, choosing a work of art that reflects a specific topic or theme from other Model Curricula would be best and also would show connections. | | Explain a work of art  Compare and contrast the style of different artists who convey similar messages | | | | | | | Interpretive  S |
| View and evaluate works of art based on the products, practices and possible perspectives from the target culture. | | Explain a work of art  Compare and contrast the style of different artists who convey similar messages | | | | | | | Interpretive  W |
| Visit museums or invite guest curators, art history experts or artists to discuss the many intersections of art and society. | | Identify and comment on works created by man through the | | | | | | | Interpretive  C |
| Invite or seek feedback from guests from a target culture and have them react and reflect upon works of art from their culture. | | Identify the theme and emotion expressed in a work of “art”  Explain a work of art and how it makes you feel | | | | | | | Interpretive  S |
| Ask “How do you feel about …?” In pairs or small groups, ask one another and react about one’s feelings and opinions about works of art. | | Identify the theme and emotion expressed in a work of “art”  Explain a work of art and how it makes you feel | | | | | | | Interpersonal  S |
| Ask 20 questions while you negotiate meaning. Choose an item and have students ask each other yes/no questions about the item. (For scaffolding purposes, do this as a class, then in small groups, then in pairs.) Provide students with some questions. | | Identify and comment on works  Identify the theme and emotion expressed in a work of “art” | | | | | | | Interpersonal  S |
| Analyze a work of art in terms of personal interpretation. Students are asked three questions: What do you see? What does it mean? How do you know? | | Identify the theme and emotion expressed in a work of “art” | | | | | | | Interpersonal  S |
| Describe and guess: In pairs, have one student look at a work of art and describe it; then have the other student draw it or guess it based on looking at various works of art. | | Identify and comment on works | | | | | | | Interpersonal |
| Listen to published newscasts, podcasts or articles about art in society today and fine arts education (pre-teach vocabulary, create a guided outline to use while listening, listen multiple times), ask questions. | | Identify and comment on works created by man through the ages – art, architecture, music, literature | | | | | | | Interpersonal  C |
| Post a work of art on a blog or website and have students dialogue by responding in writing to other’s interpretations of the works of art via class interactive blogs. | | Explain a work of art and how it makes you feel | | | | | | | Interpersonal  S |
| Use the expression “it is used for” in the target language to describe an artist’s material or tool; a partner or class guesses the material/tool. (For scaffolding purposes, do this as a class, then in small groups, then in pairs | | Explain a work of art and how it makes you feel | | | | | | | Interpersonal  S |
| Narrate stories based on works of art. Students may focus on language structure and forms of narration. (For Advanced Low include past, present, future and hypothetical language.) | | Narrate in the past about the life of an artist (in third or first person). | | | | | | | Presentational  C |
| Keep a daily journal with responses to works of art that are studied in class. | | Identify works of art | | | | | | | Presentational  S |
| Create or produce a collaborative work of art that represents an artist or shared target culture. | | Create a personal piece and explain its significance to others | | | | | | | Presentational  W |
| Create debate forums: Find articles, summarize them and have discussions or debates on some of the following interdisciplinary questions that relate art with other WL Model Curriculum topics: | | Identify and comment on works  Identify the theme and emotion expressed in a work of “art”  Explain a work of art and how it makes you feel | | | | | | | Presentational  W |
| Create a personal piece and explain its significance to others | |  | | | | | | |  |
| **Resources** | | | | **Technology Integration** | | | | | |
| All:  Fairfield sample unit on Beauty and Aesthetics <http://cdn.fairfieldschools.org/curriculum/wl-2015/approved/WL%20Level%2040%20BOE%20Approved%2006%2009%202015.pdf>    Spanish:  Diego Rivera  Web page for Latin Art Museum — Diego Rivera  <http://www.latinartmuseum.com/diego_rivera.htm>  Los muralistas mexicanos  <http://culturacolectiva.com/los-muralistas-mexicanos/>  Short Video on El Muralismo en México <http://www.youtube.com/watch?v=Jp6O1nTA810>  Interactive Diego Rivera site from Museum of Modern Art: About his life and his murals  <http://www.moma.org/interactives/exhibitions/2011/rivera/intro.php>  <http://www.moma.org/interactives/exhibitions/2011/rivera/es/murals.php>  Judith Baca’s official home page: Her biography in Spanish  <http://www.judybaca.com/now/index.php?option=com_content&amp;view=article&amp;id=87&amp;Itemid=1>  Smithsonian Latino Center: Judith Baca biography in Spanish  <http://latino.si.edu/virtualgallery/ojos/bios_spanish/biosSP_Baca.htm>  Authentic sources detailing the biography of Frida Kahlo. Talk about Diego Rivera’s famous  wife, Frida Kahlo. After reading her biography, discuss, interpret, evaluate and write about  Frida Kahlo’s works and style.  [http://www.sfmoma.org/explore/multimedia/interactive\_features/frida\_kahlo#](http://www.sfmoma.org/explore/multimedia/interactive_features/frida_kahlo) | | | | Short Video on El Muralismo en México <http://www.youtube.com/watch?v=Jp6O1nTA810>  Podcast about the life and work of Frida Kahlo  <http://www.poderato.com/frida/frida-kahlo-vida-y-obra-en-podcast/frida-kahlo-vida-y-obra-en-podcast-episodio-1>    **Recordings:**  Quicktime: (for Middle School, imbedded in Mac computers)  Student cell phones: (for High School)  Handheld Recorders: (for High School)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: (for High School)  **Tools and Resources:**  Kahoot: (use student cell phones for games, review) <https://kahoot.it/#/>  TELL Student Self-Assessment:  <http://www.tellproject.org/wp-content/uploads/2014/08/TELL_SelfAssessment_StudentLanguage.pdf> | | | | | |